











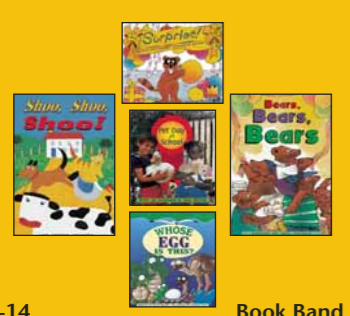

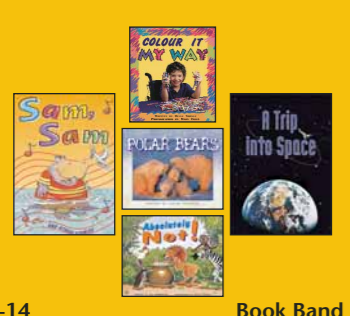
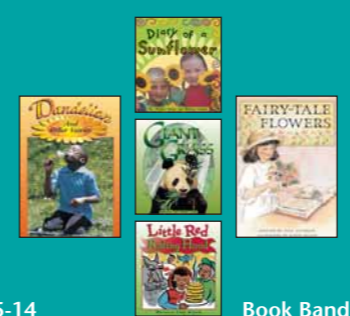
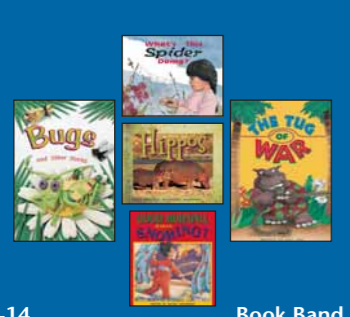
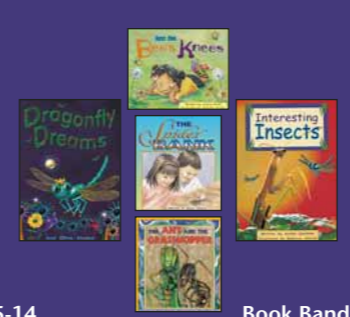
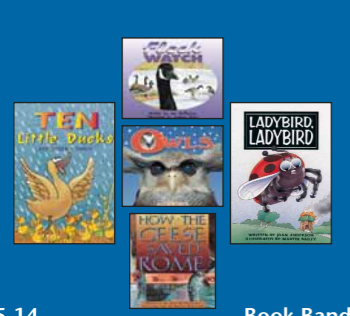
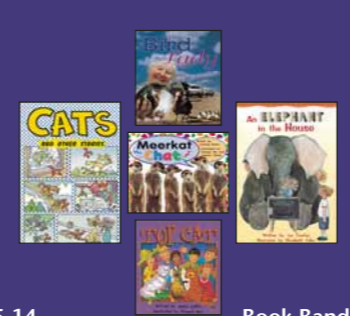


	Titles by Level	Text Characteristics	Skills & Strategies Assessed	Titles by Level	Text Characteristics	Skills & Strategies Assessed	
Step One	 <p>5-14 Level A Book Band Level 1</p>	<ul style="list-style-type: none"> One line of text in the same position on the page Repetitive sentence structure One-word change in a regular position Predictable text with strong picture support Non-fiction uses natural language <p>High-Frequency Words: come, I, am, my, this, is, on, a, too, look, live, give</p>	<ul style="list-style-type: none"> Knows how to handle book Understands directionality of print Uses one-to-one matching Understands word and letter Demonstrates understanding of the book and retells story 	 <p>5-14 Level A Book Band Level 4</p>	<ul style="list-style-type: none"> Greater variation in sentence patterns and sentence length More similar-looking words appearing in text, e.g., look, like, crashed, flashed Literary language starting to be integrated with natural language Stories may have more events and more dialogue Repeated language patterns are longer A range of verbs used for direct speech: said, called, shouted, asked, cried <p>High-Frequency Words: asked, our, you, get, pleased, called, got, it, have, help, seen, when, no, back, be, but, along, so, my, yes, not, away, from, liked, looked, went, cried, past, faster, today, should, only, or, go, for, always, and, said</p>	<ul style="list-style-type: none"> Tracks print visually Attempts to meaning and sentence structure Discusses content of text in a way that indicates good understanding Locates information in text that answers specific questions Attempts to sound out unfamiliar words using knowledge of letters and letter blends Answers implicit and explicit questions Recognises contractions 	Step Eleven
Step Two	 <p>5-14 Level A Book Band Level 1</p>	<ul style="list-style-type: none"> One or more lines of text in a consistent position on the page Repetitive sentence structures with strong picture support One-word change in a regular position Possible change in the pattern on the last page of the text Direct speech Introduces real story structures, for example: The Gingerbread Man, Pancakes Non-fiction relates to children's experiences and uses natural language <p>High-Frequency Words: I, put, on, his, in, the, said, please, yes, who, you, with, can, has, he, look, a, some, is, it</p>	<ul style="list-style-type: none"> Knows how to handle book Understands directionality of print Identifies punctuation (full stop) Uses one-to-one matching Understands word and letter Can give instructions, using visuals 	 <p>5-14 Level A Book Band Level 5</p>	<ul style="list-style-type: none"> Longer sentences with a variety of conjunctions, compound words, and contractions starting to appear Less repetition of phrases Events are sustained over several pages More specialised vocabulary introduced in both fiction and non-fiction Less direct text support from the illustrations Variety of characters involved Clear plot development <p>High-Frequency Words: I'm, in, you, my, the, by, under, down, what, out, inside, with, well, coming, and, shouted, perhaps, must, see, her, his, make, cried, ran, along, way, met, made, said, has, no, not, put, hit, of, it, looked, up, sun, there, one, day, were, they, please</p>	<ul style="list-style-type: none"> Solves new words using print detail Attempts to meaning and syntax Manages a growing variety of text types with confidence Recognises a non-fiction text Uses contents page Understands directions Gives explanations and supports these with text and/or picture reference 	Step Twelve
Step Three	 <p>5-14 Level A Book Band Level 2</p>	<ul style="list-style-type: none"> One or more sentences in a consistent position on the page Word change in a regular position Introduces a phrase change in a regular position (Any phrase change is well supported by visuals.) Direct speech Real story structures with strong visual support Non-fiction relates to children's experiences and uses natural language <p>High-Frequency Words: and, went, the, in, did, not, wake, up, on, look, like, this, told, little, is, into, I, my, said, a</p>	<ul style="list-style-type: none"> Understands directionality of print Uses one-to-one matching Identifies punctuation (quotation marks, full stop, comma) Shows understanding of the text and retells story 	 <p>5-14 Level A Book Band Level 5</p>	<ul style="list-style-type: none"> Longer sentences with a variety of conjunctions, compound words, and contractions starting to appear Events are sustained over several pages More specialised vocabulary introduced in both fiction and non-fiction Less direct text support from the illustrations Literary language is integrated with natural language Variety of characters involved Stories may have more events <p>High-Frequency Words: his, she, and, said, should, get, when, made, helped, one, day, saw, stop, put, up, it, here, come, get, but, could, I'll, can't, laughed, be, something, there, it's, don't, went, what, cried, they, are, no, such, things, as, along, where's, did, liked, wanted, want, away, someone</p>	<ul style="list-style-type: none"> Tracks print visually over larger passages Solves new words using print detail Attempts to meaning and syntax Starting to discuss and understand plot Understands contractions Uses punctuation and features, such as bold print, to read with expression Recognises a range of punctuation marks 	Step Thirteen
Step Four	 <p>5-14 Level A Book Band Level 2</p>	<ul style="list-style-type: none"> One or two sentences over several lines of text Consistent placement of text on a page Word or phrase change in a regular position More complex sentence structures while maintaining a repetitive pattern Direct speech Real story structures Variety of punctuation Non-fiction that relates to children's experiences and uses natural language <p>High-Frequency Words: see, up, out, what, can, the, look, we, come, back, all, have, you, seen, not, your, a, I, and, with, me, say, said</p>	<ul style="list-style-type: none"> Locates and recalls story title Talks about letters and sounds, and identifies these Uses one-to-one matching Understands that reading should make sense Is starting to reread to check and confirm reading Is developing a bank of known words Recalls main ideas in the story and finds pictures and text to support these ideas 	 <p>5-14 Level A Book Band Level 5</p>	<ul style="list-style-type: none"> Varied and longer sentences with conjunctions, contractions, and compound words Wide range of punctuation Events sustained over several pages More complex plot Varied and larger number of characters involved Little or no repetition of phrases Illustrations provide only moderate support for the text <p>High-Frequency Words: asked, what, said, took, into, due, you, here, another, shall, the, went, know, nice, likes, she, to, play, looked, for, my, over, down, under, again, shouted, too, high, low, fast, in, little, and, house, her, woman, thank, you, put, smiled, got, together, all, who, our, as, see, make, with, one, day, me, he, was, but, off, your, then, came, were, look</p>	<ul style="list-style-type: none"> Tracks print visually over longer passages without difficulty Solves new words using print detail Attempts to meaning and syntax Discusses and understands storyline or plot Understands specialised vocabulary used in story, e.g., dough Recognises contractions 	Step Fourteen
Step Five	 <p>5-14 Level A Book Band Level 2</p>	<ul style="list-style-type: none"> Two or more sentences over several lines of text Text placement is consistent within story Repetitive pattern, with more complex sentence structures, including: <ul style="list-style-type: none"> conjunctions direct speech variety of punctuation Real story structures Real-life and imaginary settings Non-fiction that relates to children's experiences and uses natural language <p>High-Frequency Words: and, said, stop, go, but, be, I, can, make, a, out, of, went, to, the, look, learn, says, came, what, am, have, come, play, with, me, cannot, we, you</p>	<ul style="list-style-type: none"> Locates and recalls the title Talks about letters and sounds, and identifies these Indicates the following punctuation: quotation marks, full stop, comma, exclamation mark Has started to use punctuation when reading Uses known words to check and confirm meaning Has started to reread to check and confirm reading Is developing a bank of known words 	 <p>5-14 Level A/B Book Band Level 6</p>	<ul style="list-style-type: none"> Increased amount of text on a page Varied and longer sentences with conjunctions, contractions, and compound words Wide range of punctuation and more complex plot Varied and larger number of characters involved Illustrations provide only moderate support for the text More specialised vocabulary used in both fiction and non-fiction <p>High-Frequency Words: made, am, she, ran, to, was, that, you, under, and, on, big, off, over, making, going, asked, shouted, laughed, help, oh, at, looking, took, in, this, came, all, had, home, he, can, please, will, with, see, be, put, not, him, out, when, but, you're, after, lucky, breakfast, food, don't, do, who, along, run, like, came</p>	<ul style="list-style-type: none"> Tracks print visually over longer passages without difficulty Pays attention to full range of punctuation Solves new words using print detail Attempts to meaning and syntax Understands specialised vocabulary used in fiction and non-fiction Recognises compound words Is developing visual literacy skills 	Step Fifteen
Step Six	 <p>5-14 Level A Book Band Level 3</p>	<ul style="list-style-type: none"> Two or more sentences over several lines of text More complex sentence structure, but still some repetition of phrase patterns, ideas, and vocabulary Real-life and imaginary happenings in real story structures Non-fiction that relates to personal experience and continues to use natural language <p>High-Frequency Words: away, went, and, you, can, the, make, a, with, an, in, her, over, I, put, she, said, here, are, too, my, big, under, that, not, all, who, look, me, is, go, for, he, might, be, person, why, oh, no, our, will, on</p>	<ul style="list-style-type: none"> Uses punctuation to support oral reading fluency Is starting to use known words to check and confirm meaning Cross-checks visual, semantic, and syntactic cues Searches for information in print to predict, confirm, or attempt new words while reading Demonstrates understanding by recalling ideas Locates information in text to support an answer to a question 	 <p>5-14 Level A/B Book Band Level 6</p>	<ul style="list-style-type: none"> Stories are longer with more events More space allocated to print than illustrations Illustrations enhance rather than support text literally Literary language integrated with natural language More challenging sentence structures Strong story plot Specialised vocabulary used in fiction and non-fiction <p>High-Frequency Words: by, the, a, was, and, very, he, went, through, I'm, such, ran, in, could, didn't, that, got, their, with, along, over, away, come, coming, she, said, do, out, you'll, I've, asked, all, done, there, is, who, stop, stopped, going, won't, laughed, everyone, only, came, back, home, morning, why, like, not</p>	<ul style="list-style-type: none"> Instinctively cross-checks information, using meaning, syntax, and print Infers meaning from text Notifies word endings and beginnings Discusses and understands character and plot Understands contractions Pays attention to punctuation and type features when reading orally Locates information in text to answer specific questions 	Step Sixteen
Step Seven	 <p>5-14 Level A Book Band Level 3</p>	<ul style="list-style-type: none"> Two or more sentences over several lines of text More complex sentence structures with conjunctions and contractions Some repetition of phrase patterns, ideas, and vocabulary Real story structures Non-fiction that continues to relate to personal experiences and uses natural language <p>High-Frequency Words: and, up, down, come, to, mine, she, that, shouted, went, played, like, give, in, the, go, them, stop, too, why, it, is, here, your, about, who, at, came, school, we, our, not, my, her, what</p>	<ul style="list-style-type: none"> Is less reliant on finger-pointing, e.g., returns to finger-pointing when meaning is lost Has started to use punctuation to support oral language, reading, rhythm Has started to cross-check visual, semantic, syntactic, and graphophonic cues Recognises familiar blends, e.g., sl, st Recognises familiar words and letter clusters, e.g., look/took, can/ran 	 <p>5-14 Level A/B Book Band Level 7</p>	<ul style="list-style-type: none"> Stories are longer with more events More space allocated to print than illustrations Literary language integrated with natural language More challenging sentence structures Strong story plot Specialised vocabulary used in fiction and non-fiction Longer descriptions including adjectives <p>High-Frequency Words: big, out, of, his, said, boy, for, to, go, we, oh, me, went, yes, look, did, back, home, come, but, with, they, laugh, was, here, an, getting, than, not, good, live, into, when, are, doing, all, gave, this, that, over, were, around, have, find, away, some, will, them, give, take, came, made, little, do, saw, what, not, you, we're, we'll, play, stay, sit, can, too, tell, learn</p>	<ul style="list-style-type: none"> Discusses and understands storyline and plot Recognises story types, e.g., fiction, non-fiction, make-believe Searches for and uses familiar words or syllables within words to read longer words Infers meaning from text or pictures Instinctively cross-checks information, using meaning, syntax, and print Understands contractions 	Step Seventeen
Step Eight	 <p>5-14 Level A Book Band Level 3</p>	<ul style="list-style-type: none"> More lines of text per page Greater variation in sentence structures with conjunctions and contractions Some repetition of phrase patterns, ideas, and vocabulary Real story structures Realistic and imaginary situations Non-fiction that includes more than one source of print information (labels, map) Non-fiction that uses simple language structures <p>High-Frequency Words: is, are, for, will, lots, put, he, in, his, you, of, things, take, me, big, to, they, have, said, saw, like, come, looking, here, home, new, goes, when, see, little, game, can, your, not, the, please, no, but, too, my, we, I</p>	<ul style="list-style-type: none"> Follows print with eyes only, finger-pointing only at times of difficulty Takes note of punctuation and graphic details in print to assist with reading aloud Searches for information in print to predict and attempt or confirm new words while reading Knows how to use contents page, index Identifies labels, headings Recalls information and locates information in text and visuals 	 <p>5-14 Level A/B Book Band Level 7</p>	<ul style="list-style-type: none"> Stories are longer with more events and descriptions Stories may have full pages of print More literary language is used More unusual, challenging, or specialised vocabulary Strong story plot Specialised vocabulary is used in non-fiction along with more formal sentence structures <p>High-Frequency Words: said, I, was, of, will, can't, around, they, liked, did, made, making, coming, by, that, again, everyone, everywhere, there, your, getting, very, were, was, just, but, have, when, our, this, with, what</p>	<ul style="list-style-type: none"> Sustains reading through longer sentence structures and paragraphs Pays attention to punctuation Attempts challenging vocabulary, such as adjectives and adverbs Scans text to locate information Uses a variety of strategies to attempt unfamiliar words, e.g., sounds out, looks for familiar sounds or small words within a longer word Recalls main idea and retells in own words 	Step Eighteen
Step Nine	 <p>5-14 Level A Book Band Level 4</p>	<ul style="list-style-type: none"> Several sentences comprising more lines of text per page Greater variation in sentence patterns More dialogue Integration of literary language with natural language Stories with more events Repeated language patterns that are longer and less frequent Full range of punctuation Non-fiction that has started to include some abstract terms and impersonal sentence structures <p>High-Frequency Words: another, in, morning, says, said, but, shouted, when, saw, looked, at, mine, what, it, make, missed, who, they, like, doing, out, no, yes, the, do, have, can, this, some, good, not, I, and, he, she, around, has, to, is</p>	<ul style="list-style-type: none"> Follows print with eyes only, finger-pointing only at times of difficulty Attempts to meaning of print and sentence structure Is aware when meaning is lost and self-corrects Rereads to enhance phrasing and to clarify meaning Discusses content of text and retells, indicating good understanding Locates information in text that answers specific questions 	 <p>5-14 Level B Book Band Level 8</p>	<ul style="list-style-type: none"> Sentence structures are becoming longer and more complex Some full pages of text Literary language is a feature Story plot becoming more involved Increased number of characters and events Non-fiction texts cover a range of curriculum areas Specialised vocabulary and more formal sentence structures are common in non-fiction text <p>High-Frequency Words: this, of, my, said, you, your, looked, like, about, out, what, under, were, then, away, there, see, with, say, can, little, who, have, give, make, take, down, that, not, be, all, seen, says, them, why, did, they, help, gave, off</p>	<ul style="list-style-type: none"> Recognises text as fiction or non-fiction and adapts to genre Attempts specialised vocabulary Searches text for information Understands and uses glossary, contents, and chapter headings Makes and checks predictions 	Step Nineteen
Step Ten	 <p>5-14 Level A Book Band Level 4</p>	<ul style="list-style-type: none"> Several sentences, comprising up to 12 lines of text per page Greater variation in sentence patterns and sentence length More similar-looking words appearing in text, e.g., look, like, crashed, flashed Literary language starting to be integrated with natural language Stories may have more events and more dialogue Repeated language patterns are longer New verbs introduced for direct speech: shouted, asked, cried <p>High-Frequency Words: other, another, that, was, them, they, have, were, sleeping, can, cannot, their, look, looking, away, put, our, she, this, should, like, liked, one, again, day, even, fast, going, got, help, had, now, off, soon, sometimes, were, went, wanted</p>	<ul style="list-style-type: none"> Tracks print visually Attempts to meaning and sentence structure Aware when meaning is lost and self-corrects and rereads to enhance phrasing and to clarify meaning Discusses content of text in a way that indicates good understanding Attempts to sound out unfamiliar words using knowledge of letters and letter blends Answers implicit and explicit questions 	 <p>5-14 Level B Book Band Level 8</p>	<ul style="list-style-type: none"> Longer stories with more full pages of text More literary and poetic language included Longer sentences containing adjectives, adverbs, contractions, and conjunctions More extended descriptions More events in a story More specialised vocabulary in non-fiction texts Non-fiction texts cover an increasing curriculum range Variety of visual literacy elements <p>High-Frequency Words: she, her, put, they, came, said, away, with, for, went, where, that, too, around, over, down, under, up, lived, good, was, but, my, of, come, take, has, when, this, be, have, are, please, who, what</p>	<ul style="list-style-type: none"> Predicts and discusses plot Searches text for information Understands that authors use words that can have similar meanings, e.g., big, enormous, huge Identifies and talks about literary effects used by writers, e.g., blue in the face Attempts unfamiliar vocabulary, e.g., wriggled, twitched 	Step Twenty